

DEPARTMENT OF CITIZENSHIP AND IMMIGRATION

The Honourable Walter E. Harris,  
Minister

INDIAN SCHOOL BULLETIN

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Teach Tool Subjects Functionally

"Skill in the tool subjects, health, citizenship, and good use of leisure time are good objectives. When we teach percentage or fractions in arithmetic the results of such instruction are not ends in themselves. Understanding of the concepts of percentage and skill in their use are vital only insofar as these contribute to the individual's effectiveness in various life situations."

Note

These bulletins are for retention on file. They are NOT to be removed from schools by teachers. Indian Superintendents will check in their periodical visits to schools, to ensure that these bulletins are kept in the classrooms.

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# indicates article of special interest to Indian Affairs Branch officials.

#### Modern Psychology

The means by which the purposes and objectives will be met should utilize to the fullest extent possible, the principles of human motivation and learning developed through available research in psychology. In this connection it is fundamental, (1) that pupils understand and accept the things they are expected to do in school, and (2) that the individual differences in interest and ability of pupils be fully recognized in the selection and organization of materials and activities for use in the classrooms.



PART I: SCHOOL ADMINISTRATION

# 26 SUPPLEMENTARY READING AND LIBRARY BOOKS

The Department herewith presents its fourth annual list of supplementary reading and library books. With the return to normalcy of the book printing business, we have been able to secure many fine titles and our teachers should be able to select an excellent stock of library books to fit the needs of their particular school.

In some cases we have been able to buy only limited stocks of some certain titles and will again have to substitute as occasion demands. The one way to be certain of getting the books you want is by ordering early.

It is rather discouraging for our inspectors to go into certain schools and find that teachers have not taken advantage of these annual offerings. Do not hesitate, therefore, to fill out the attached order list immediately. As usual, WE WILL NOT FILL ORDERS FOR LIBRARY BOOKS REACHING THE DEPARTMENT AFTER JULY 15, 1950. The Stationery Branch simply cannot handle both standard requisitions and library requisitions during the summer holidays. In order to avoid a flood of requisitions during July and August, we have decided that MARCH is the month for ordering library books.

SCALE OF ISSUE:

Once again, these library books are being provided on a scale based on average annual attendance:

- (a) All Principals and Teachers can requisition, therefore, for these books on a scale of one book per pupil in average annual attendance. For example, if the annual average attendance at your school for the 1948-49 school term was 52.8, then order 53 of the titles listed below.
- (b) We have again stocked a quantity of
  - (1) The Book of Knowledge,
  - (2) Encyclopedias.

As these books are expensive and designed mainly for the senior grades, it is our intention to make them available only to those day and residential schools in which there are 15 or more students in attendance in Grades 6 and upwards.

If these sets are ordered - deduct 30 books for each set from the total titles ordered as in (a) above. For example, if your annual average attendance was 145 and you wish to order an Encyclopedia, you can then only ask for an additional 115 other library books.

See Appendix (A) for the special order form to be used in requisitioning for the library books. Appendix (B) is for the Book of Knowledge or Encyclopedia sets.

TEACHER'S REFERENCE

Richards Topical Encyclopedia

This is an encyclopedia in which the material is arranged by topics. The authors have tried to meet the needs of both the home and the school.

Therefore, the editors have not followed the usual alphabetical arrangement but have prepared the material under main headings. Instead of thirty or forty separate stories on comets, planets, etc., we have in this encyclopedia one long continuous story on astronomy.

For purposes of ready reference there is a table of contents listing the articles each volume contains. There is also a short index of the material in the unit.

This encyclopedia was published in 1949 and is completely up to date. We have secured copies of those titles dealing with topics which we feel would be of use in Indian schools. The articles are well illustrated and the photographs and drawings are particularly good. This series will be particularly useful in grade 7 and upwards. The volumes have been tested and commended by Parents' Magazine, Inc.

1. Volume 1 - The Story of the Earth, the Heavens and the Weather including astronomy, geology and meteorology, the laws of the universe with topics on physics, electricity, chemistry and electronics.
2. Volume 2 - The story of plant life - botany and the wonders of the human body, anatomy, physiology, first aid, etc. This is one of the best volumes of the series for use in Indian schools dealing with plants, animals, and health topics of all kinds.
3. Volume 3 - Animal life and life in the sea dealing with mammals, fish, insects, amphibians and reptiles.
4. Volume 4 - Continuing the story of the animal kingdom and dealing with birds and mammals of all kinds.
5. Volume 6 - The history of the world - dealing with England, France, Germany, European countries including Russia, Italy, Scandinavia, etc.
6. Volume 7 - The history of North America dealing with Canada, South America, Mexico, United States, etc. This volume is also well recommended for Indian schools.
7. Volume 9 - The story of clothing. Plants which give us food - food industries - plant products - animals which give us food. This is another well recommended volume dealing with social studies topics such as the story of bananas, peanuts, rubber, cork, leather, etc.
8. Volume 10 - Communication and transportation including telephone, radio, motion pictures, canals, roads, etc.
9. Volume 12 - Crafts - the history of music - biographies of famous composers.
10. Volume 13 - For high school grades only dealing with literary biographies of the world's famous poets and writers.
11. Volume 14 - Activities and projects of all kinds including manual training, drawing, domestic science, etc; also fairy tales and other famous stories. Includes the rules of games and sports. Recommended particularly for the smaller school.

### Religious Books

#### Junior Elf Books

These are for Protestant schools and there are four titles in the series. They are small books of about 48 pages each with a reading level of grade 4 to 6. They are well illustrated in colour with attractive board covers and should be well received by the children. The titles are:

- |                          |  |
|--------------------------|--|
| 12. The Story of Jesus   | 14. Prayers for Little Children        |
| 13. The Ten Commandments | 15. Bible Stories for Little Children. |

Because of the small size of these books, they are available on a scale of issue of two for one entitlement. In other words, teachers can order two titles of this series but only be charged with one book.

#### Jesus and Everybody Series

This series is written by Sister Mary Julianna of the Maryknol Sisters, well known for her children's books. They are full-size, very well illustrated and contain about 48 pages with a grade 4 to 6 vocabulary. The underlying theme of these books is that children of all nations, colours and races are loved and cared for by Jesus. The series is aimed at the young child and for example one of the beautiful illustrations shows a boy bringing his injured dog to Christ as our Divine Lord heals the sick. The two titles are as follows:

16. Jesus Helps Everybody
17. Jesus Comes for Everybody.

Have you decided which Summer School  
you will attend in July?



ENGLISH - PRIMARY

Little Golden Series:

The following books were described in the January 1, 1949, issue of the Indian School Bulletin:

18. What Am I?
  19. Little Golden Book of Poetry
  20. Singing Games
  21. Nursery Songs
  22. The Animals of Farmer Jones
  23. The Golden Sleepy Book
  24. Counting Rhymes
  25. The Fuzzy Duckling
  26. Good Morning, Good Night
  27. Guess Who Lives Here
  28. Snow White and the Seven Dwarfs
  29. The Poky Little Puppy
  30. Bedtime Stories
  31. Animal Babies
  32. Nursery Tales
33. Three Little Pigs: This is a Walt Disney adaptation of the famous story which has always been so popular with young children. The illustrations are very clear and the text is suitable for grades 3 and 4.
  34. The Lively Little Rabbit: This is a story which will have a great appeal to children in grades 2 and 3. It concerns the adventures of a lively little rabbit with the other animals of the forest.
  35. The Shy Little Kitten: This is a story for children in grades 2 and 3. It is about a little kitten who would be different and his adventures when he meets the other animals of the forest.
  36. A Name for Kitty: This is a story of a little farm boy who wants to get a name for his new kitty. It is well illustrated and will be interesting to Indian children where there are small farms. Recommended for grades 2 and 3.
  37. The New House in the Forest: This is an unusual book written and tested by the Bank Street Schools in New York City. It tells the story of the building of a house dealing with the lumber, the mill, the building of the chimney, the plumbers, the installation of the furnace, electricity, plastering, painting, etc. It is recommended for Indian children in grades 4 to 6, particularly on reserves where new housing projects are underway.
  38. Little Galoshes: This is the story of a little farm boy and how he does the chores and helps his father. He loses his galoshes and then all the animals can not recognize him. Recommended for grades 3 to 5.
  39. When You Were a Baby: This is a fine little book particularly for girls or wherever there is a new baby in the family. It begins with the phrase "Remember When You Were a Baby?".
  40. Peter and the Wolf: Another Walt Disney book based on a fairy tale adapted from Serge Prokofieff's musical theme. The illustrations are excellent and the text is suitable for grades 4 to 6.
  41. Dumbo: This is prepared and illustrated by Walt Disney and is the story of the little elephant with the big ears. This is a fascinating story and will be enjoyed by children in grades 3 to 5.
  42. The Seven Sneezes: This is illustrated by a famous Hungarian artist and contains his story of a bunny, a kitten and a dog. Recommended for grades 4 to 6.
  43. Up in the Attic: (The Story A.B.C.) This is written by two specialists in primary books, and is a story of what you would find in the attic (bringing in the A.B.C.'s). Well illustrated and recommended for grades 2 to 3.
  44. Johnny's Machines: This is a story of a little boy who wants to learn all about machinery. He goes with his grandfather on a tractor, helps with the milking machine and ends up driving a bulldozer. Recommended for grades 4 to 6.
  45. Scuffy the Tugboat: This will be interesting for children where there are boars, particularly tugboats. Scuffy gets lost in a storm and follows the river right down to the sea. Well illustrated and recommended for grades 4 to 6.

46. Fix It Please: This is another Bank Street book written by pioneer leaders in research in education for young children. The theme is how children break things and how mending can be done by father, by mother or by the child. It also deals with the doctor and how he 'mends you' when you are sick. Recommended for grades 3 to 5.
47. Circus Time: This will have a limited appeal as many Indian children do not know about circuses. Where they do, this book is recommended for grades 2 to 3.
48. Hansel and Gretel: A well illustrated and adapted story of an old fairy tale. Recommended for grades 3 to 5.
49. Let's Go Shopping: The adventures of a little boy and girl who go shopping with ten cents to spend. Recommended for grades 4 to 6.
50. Two Little Miners: This is another Bank Street School book and is ideal for social studies projects. Recommended for grades 3 to 5. It tells the story of two little miners working in a coal mine.
51. Little Red Riding Hood: A well adapted and illustrated version of the favorite old story. Recommended for grades 3 and 4.

#### Book-Elf Books

This series is proving very popular. We have the following three new titles, which are bound in heavy cardboard with plastic finish:

52. The Wonderful Plane Ride: This story will appeal more to Indian boys and girls who are accustomed to seeing aeroplanes overhead. It deals with a short trip taken in an aeroplane.
53. Penny and Pete's Surprise: A simple story of a little boy and a little girl and the arrival of a new baby in their house.
54. Kerry, the Fire Engine Dog: This is a story of a little dog who became a mascot of the Hook and Ladder Company of New York City Fire Department. It will appeal to children who have seen fire engines in action.

#### Wonder Books

This is a new series which contain about forty-eight pages and are painted half in full colour and half in black and white. They are bound in dirt resistant cardboard covers. This is a good series for grades three to five. Indian children should find these very interesting. The titles are as follows:

55. The Magic Bus: This story will appeal more to children on Indian reserves near cities as it deals with city life.
56. The Little Dog Who Forgot How to Bark: Three stories dealing with animals including the title story, "The Little Boy Who Found His Fortune" and "Why the Monkey Still Has a Tail". Recommended for Grades 3 and 4.
57. Storytime Favorites: This is a collection of old fables including the Golden Goose, the Hare and the Tortoise, the Lion and the Mouse, etc. Recommended for grades 4 and 5.
58. Three Little Kittens: This should appeal to children in grades 3 and 4. It contains the story of Three Little Kittens, Little Red Riding Hood, the Little Red Hen, Three Little Pigs and the Three Bears. The illustrations are well done and the language is simple.
59. Randolph, the Bear Who Said No: This is a story which could easily be read by grade 3. I think it will appeal to Indian children. (Grades 4 - 5)
60. Why the Bear Has a Short Tail: This should appeal to Indian children. Besides the title story there are two other stories, The Man Who Kept House and How the Rabbit Fooled the Whale and the Elephant. Grades 4 and 5.
61. Mother Goose: Well illustrated with modern pictures.
62. Bedtime Stories: This is suitable for grades 4 and 5 and includes Cinderella, Snow White, the Emperor's New Clothes and Why the Sea is Salt.
63. The Shy Little Horse: This book should also appeal very much to Indian children. It is for grades 4 to 6 and besides the title story the other stories are The Rabbit's Revenge, The Polite Little Polar Bear, the Mischievous Monkey, the Good Little Pig,



Real Animal Stories:

Each book contains 124 pages and is well illustrated with drawings and with actual photographs. These are real life stories and should be especially interesting to Indian children. (Grades 6 - 8)

The four titles are as follows:

- 64. Striped Coat (The Skunk)
  - 65. Long Horn (Leader of the Deer)
  - 66. Gray Squirrel
  - 67. Bun (A Wild Rabbit)
68. Famous Fairy Tales: Four favourite stories adapted for younger children and delightfully illustrated. The Sleeping Beauty, Repunzel, The Real Princess, and the Seven Dancing Princesses. Grades 3 to 5.

Just Mary Series:

These are hard bound books of about one hundred and ninety pages each. They were designed because of the interest shown in the Maggie Muggins stories told over the C.B.C. They will appeal to Indian girls in grades six to eight. The new titles are as follows:

- 69. Maggie Muggins Again
- 70. New Maggie Muggins
- 71. Happy Playtime (Just Mary stories)

ENGLISH - SENIOR

Teen-age Library

These books first appeared in a rather expensive edition but have recently been produced in a form which permits our buying them for Indian schools. These are all new titles and the stories are modern. Each book averages about 250 pages and they are highly recommended by librarians for all children's libraries. Each one has a splendid collection of stories dealing with the exciting adventures of teen-age boys and girls. The self-explanatory titles are as follows:

- 72. Teen-Age Adventure Stories
- 73. Teen-Age Companion
- 74. Teen-Age Stories of the West
- 75. Teen-Age Sports Stories
- 76. Teen-Age Sea Stories
- 77. Teen-Age Outdoor Stories
- 78. Teen-Age Stories of Action
- 79. Teen-Age Mystery Stories
- 80. Teen-Age Boy Scout Stories

We particularly recommend the above series for schools with a fairly large attendance in grades 7 and upwards.

- 81. The Circle of Footprints - 216 pages. It is difficult to get good stories for older girls. We feel that teachers will like this one dealing with the adventures of Nancy Drew and the exciting things which happen to her and her sister in guarding a stolen treasure.
- 82. The Secret of Skeleton Island. This is another mystery story in which a teen-ager plays a prominent part. It is a story which older boys and girls will both like.
- 83. Thornton Burgess Nature Almanac: This is an interesting new book concerning the four seasons and giving all children an appreciation of the changes which follow in animal and forest life. (Grades 5 - 6)

Books for Boys by Zane Grey

These are all action stories of three hundred pages, dealing with the adventures of boys of the teen-age group and the sports stories are particularly interesting. The titles are self-explanatory. (Grades 6 - 9)

- 84. The Redheaded Outfield
- 85. The Shortstop
- 86. The Young Pitcher

Books for Boys by Zane Grey (cont'd.)

87. Ken Ward in the Jungle
88. The Young Lion Hunter
89. The Young Forester (particularly recommended  
for Indian schools)

Animal Stories by Thornton Burgess

All our teachers know of these famous stories dealing with Bobby Coon, Billy Mink, Blacky the Crow, Uncle Wiggily and other creatures of the forest. These books are hard bound and the average size is 200 pages. Generations of children have read these stories and we feel that they will be ideal for the libraries in our schools. (Grades 4 - 8)

Mother West Wind Series

90. Old Mother West Wind. More stories about the animal friends of Mother West Wind.
91. Mother West Wind Animal Friends. Fifteen short stories dealing with little animals.
92. Mother West Wind's "Why" Stories. These are the famous stories dealing with the "Whys" which children ask. They have such titles as:  
  
"Why Spotty the Turtle Carries His House With Him"  
"Why Padd the Beaver Has a Broad Tail", etc.
93. Mother West Wind's "When" Stories. In this volume Peter Rabbit learns all about the time when old Mr. Grouse was given his winter snowshoes; when Mother Nature gave Hummer the Hummingbird his long bill, etc.

Green Forest Series

94. Lightfoot the Deer. One of the most gentle and hunted of all Green Forest people and how the other animals are his friends.
95. Blacky the Crow. These are the stories about Blacky and his teasing habits.
96. Buster Bear's Twins. This is a story of the exciting things which the two little twin bears do and the many troubles which follow.

Smiling Pool Series

97. Billy Mink. These are the stories of Billy Mink's travels and his many adventures.
98. Little Joe Otter. This is a delightful story of the Otter family who spend their time swimming and fishing in and around a smiling pool.
99. Jerry Muskrat At Home. This should appeal to all Indian children who live in areas where their fathers are trappers. Jerry tells about his adventures and we learn a great deal about the habits of a muskrat.

Miscellaneous

100. Black Beauty by Anna Sewell. One of the most famous horse stories of all times. This story should appeal to Indian children of the Prairies where horses are used to go to and from school.
101. The Call of the Wild by Jack London - 210 pages. This is the world famous story of Buck, a big dog who becomes a leader of a pack of wolves.
102. Little House on the Prairie: A Cadmus book - 200 pages. This deals with the adventures of a family who are pioneer settlers in the West. It is recommended for grades 7 and 8. There are few illustrations and the adventure story is well told.
103. Jobie: A Cadmus book - 200 pages. Recommended for grades 7 and 8. This is the story of a lonely little farm boy who needed a friend. A new family moves in to the nearby farm and Jobie finds the friend for whom he has been looking. There is plenty of excitement in their adventures.
104. He Shoots, He Scores: by Foster Hewitt - 140 pages. Recommended for grades 6 to 8. The famous radio broadcaster turns author and tells the story of a young boy who becomes a famous hockey star. Included in the story are



details of the Maple Leaf Gardens, the Stanley Cup Final, etc. Boys will love this book and it is highly recommended.

105. Ship's Dog: Recommended for grades 4 to 6. - 48 pages. Tom's father was a captain of a boat. He did not want Tom to have a dog but one stowed away and proved a hero in a storm.
106. Favorite Christmas Stories: 270 pages. Recommended for grades 7 and 8. This is a collection of favorite Christmas stories by Charles Dickens and Hans Anderson, etc. These are ideal stories for reading to the children during the month of December.

#### S C I E N C E

(see also Richards Topical Encyclopedia)

107. Native Trees of Canada. This is published by the Dominion Forest Service of our own Department. It gives a complete description of all trees in Canada; photographs of leaves and cones; maps indicating range, etc. This is a grand library addition for schools in which pupils and teachers are interested in nature study.
108. Gallery of North American Game: This is a beautifully illustrated text of 120 pages with adventures by Francis Lee Jacques, one of the leading artists of the outdoors in the world today. It is recommended for Indian schools in grades 6 to 8, particularly where the pupils are interested in nature study.

#### S O C I A L   S T U D I E S

109. Canada and Her Neighbours - 248 pages - heavy binding. This new Geography book has been prepared by Dr. Taylor, Professor of Geography, University of Toronto, Miss Severight, Macdonald College and Dr. Trevor Lloyd. This is a new approach to the study of Geography of both Canada and the United States. We feel that this book will be valuable to all teachers of Grade 5 and upwards in our Indian schools.
110. Provincial Geographical Aspects Booklets: Provincial Geographical Aspects Booklets are printed on the same quality paper and page size as the "Journal". The set comprises nine booklets, each presenting in graphic form the varied geographical aspects of one Canadian province. Each booklet contains 32 pages, is profusely illustrated and has a map of the province.  

It is felt that these booklets will be a great help both for teachers of grade five and upwards and for pupils carrying out projects.
111. Provincial Geographical Aspects Booklet - Newfoundland: This is the tenth in a series of Geographical Aspects and is published by the National Geographical Society. Teachers who already have the other books in this series may now order this additional one without being charged on their library allotment.

#### New World Neighbors:

This series is published with the aim of making boys and girls acquainted with the other children of North and South America. The books are well written and illustrated in both colours and black and white and each one has about sixty-four pages. They are all hard bound and should be ideal for use in grades 4 to 8. The authors are specialists in their field and this is an outstanding series and is recommended for every school with children in the upper grades. It is suggested that you order a few titles this year and complete your requirements next year if your pupilage is low.

The titles are as follows:

112. Riches of South America: This describes the lives of the people of South America. It describes the making of tin, the growing of coffee, bananas and rubber, the making of panama hats, etc.
113. Kimbi, Indian of the Jungle: This is a story of an Indian boy of Ecuador. It describes his adventures in the Jungle.
114. Around the Year in Iceland: This is a story of the people in Iceland and the adventures of two boys with the fishing fleet and the farms of the island.

115. Pioneers of Puerto Rico: The History and Geography of the island discovered first by Christopher Columbus.
116. Exploring the Jungle: This title is self-explanatory and describes the adventures of noted explorers, Mr. and Mrs. Theodore Waldeck. There is a section dealing with their travels into the Cuyuni River district and British Guiana.
117. Around the Caribbean: These are stories dealing with Cuba, Colombia and El Salvador which describe the home and adventures of a boy in each country.
118. The Boys of the Andes: This book describes the life of a boy in Peru, his home, his work; a boy in Bolivia who is a herdsman with the Llamas; a boy living in the mountains in Chili near a copper mine.
119. A Holiday in Alaska: Two boys in Alaska, one an Indian, and the other a white. Stories take them to a fishing village, hunting, etc.
120. Rico, the Young Rancher: This is a story of a young boy living in Chili.

#### MISCELLANEOUS

121. Sixty Swell Playmate Games - 96 pages. This was designed for use in residential and day schools. It contains sixty stories which would be useful for playing in classrooms and during long winter evenings in residential school. There is an amazing variety of games and many of them require but little supervision. At larger schools a copy should be on hand for supervisors.

#### Hectograph Workbooks

Duplicopy Workbooks: These are workbooks printed in duplicating ink for use on gelatin process duplicators. In other words, the teacher places the master copy on a galatin type duplicator and can run off a copy for each member of the class from this sheet. Useful supplementary texts.

122. Bob and Sue - Book 1. This is the primary book of the Series. The Workbook pages have simple pictures, figures and numbers for the children to copy, colour, etc. Directions for the teacher are on the front page of this book.
123. Reading, Book 1. This has a carefully selected supplementary vocabulary and could be used for the second term in Grade 1. The directions are simple and the children can follow them as required.
124. Reading, Book II The work sheets are graded so that children in Grade 2 can follow the directions and carry out the required activities.
125. Health Book: This workbook gives the teacher an opportunity to present healthful activities to the children of grades 3 and 4. Each page contains a drawing with a short text under it. At the end of the text are simple questions for the child to answer or directions for him to follow.

#### M u s i c

126. A Book of Cradle Songs: A beautiful book containing fifteen pages of the best loved lullabies and cradle songs, arranged for easy playing and singing.
127. The Singing Period (one-book course) - A one-book course especially written for Canadian schools. This book is ideal for the teacher of a one-room school.

#### Paint Books

We have had so many demands for the Whopper Paint book which we listed last year that we have had others added to our list.

128. Big Big Paint Book: The illustrations are of boys and girls playing and working. About 200 pages.
129. Farm Yard Paint Book: A boy and a girl living on a farm. Recommended for grades 3 to 6.
130. Simple Objects Colouring Book: Recommended for grades 1 to 4. These are simple illustrations which can be hectographed by the teacher.
131. Happy Hour Paint Book: Recommended for grades 2 to 5. There are short stories with the simple illustrations. These would be useful for social language use.
132. Whopper Paint Book: Many teachers ordered this last year and will wish to restock it this year.



### Indian Books

133. Navajo Winter Nights: - 180 pages - Recommended for grades 7 & 8. These are legends told by the Navajo Indians living in Arizona and New Mexico. These stories are ideal for reading to the children. Illustrated in black and white.
134. Eight Little Indians: Recommended for grades 5 to 8, - 100 pages. These are simple interesting little stories about Indian boys and girls of various tribes. The stories are authentic and give interesting facts about the life and habits of other Indians. Well illustrated in colour and black and white.

### # 27 REQUISITIONS - DEPARTMENT OF PUBLIC PRINTING AND STATIONERY

We have been very pleased with the response to the offer made in the last issue of the Bulletin concerning duplicating books and supplies, and the pictures of the King and Queen. These requisitions have been forwarded to the Department of Public Printing and Stationery as soon as they arrived here and we are certain that many of our schools will now have received these items.

The Department of Public Printing and Stationery is undergoing a considerable reorganization and accounting machines are being installed. This will force the closing down of the stock-rooms during the month of March. Teachers, therefore, need not be unduly concerned over delays which might occur before their requisitions are filled during the next two months. The installation of the new business machines will greatly speed up the re-stocking of books and other supplies and once installed, will prove a great asset in our desire to fill your requisitions promptly.

### # 28 THE SOCIAL WORKER AND THE INDIAN SCHOOL

As most of our day school teachers already know, advertisements have been appearing lately for the positions of Social Workers attached to the offices of Regional Supervisors of Indian Agencies. Some of these social workers have already been appointed and are at work on the various Indian reserves.

All of our principals and teachers will welcome the appointment of these workers, as such action fills a long-felt need for professional assistance in welfare matters.

Your co-operation is, therefore, requested when these social workers call at your school. In many cases, women day school teachers will be called on to share their teacherages for a night or two with the social worker. This will particularly apply to isolated reserves where no other accommodation is available.

You can also arrange for the social worker to speak to your pupils on matters relating to health and hygiene generally. Many other ideas for using their services will occur to our day school teachers, and you will now have a valuable friend in your work of improving living conditions on the Indian reserves.

In turn, our principals and teachers can do a great deal to assist these new workers. You live on the reserves and you know the really needy cases and those which require professional attention. Do not hesitate to give such information to the social workers, and also to learn from them how you can be of further assistance to your Indians.

As we have pointed out so many times in the Bulletin, yours is not an ordinary teaching role. As a teacher of Indian pupils, you must be prepared to undertake jobs which would never fall to your lot as a provincial school teacher. Now, you will have further professional assistance in your task of raising the standard of living on your Indian reserves. Do everything possible to make this new venture a success.

### 29 REPAIRS AND MAINTENANCE TO INDIAN DAY SCHOOLS

The following is an extract from an official letter sent to all field officials on February 13, 1950:

"GENERAL POLICY

"Each Indian Superintendent is regarded as the official School Trustee for the Indian Day Schools in his Agency. Therefore, it is his direct responsibility to ensure that the principals and teachers of these schools maintain the building and that premises are clean and neat at all times. Each principal or teacher of an Indian day school has more responsibility than the corresponding principal or teacher of a provincial school. They have no Board of School Trustees immediately available and must therefore exercise greater supervision and control over the Indian school concerned.

"Regional Supervisors are naturally expected to inspect the classrooms and teacherages in the course of their routine visits.

MAINTENANCE

"Caretaking

"In the small one-room school this is usually done either by (a) hiring a part-time janitor or by (b) paying the teacher for janitor services. A small amount per classroom is usually allowed in return for sweeping and fuelling. Many of the small chores SHOULD be done by the school children, on a monitor basis, as is done in nearly all well conducted public schools. The Department is paying all the school operating expenses and surely the older Indian children can do some of the cleaning work.

"Many teachers might use the last hour of the school week on Friday afternoon for a thorough schoolroom cleaning. The older pupils set to and each, with his or her own task, scrub the floor, the desks, wash the windows, dust and generally freshen up the schoolroom. This takes some organization ahead of time by the teacher, by dividing the class into working gangs, having the hot water and janitor supplies ready, etc. Under (b) compensation for those who perform truly janitorial duties should be made from the "janitor allowance".

"If this is laid down as a definite part of the weekly programme, many of the caretaking worries can be eliminated. In some schools we have more correspondence on the files about caretaking than about teaching the pupils or any other topic.

"Indian Superintendents must therefore impress upon teachers the need for a little energy on their part in solving this cleaning problem. It will not do for them to merely sit back and blame the Indian janitor if things are not clean. They must co-operate by training the children to accept the responsibility for housekeeping activities which will lighten the burden on janitors.

"When school closes each day, the various monitors should proceed with the cleaning of the blackboards, the checking of the toilets, the filling of the water cooler, etc. This must be done in an organized way with a list of monitors for each duty posted weekly. Where the teacher is paid for janitor services, some teachers might wish to reward these children. The cleanliness of the floor can easily be ensured by having each child responsible for the space under or near his or her own desk. The children should NEVER be dismissed at recess, noon or the close of the day without a check being made of the floor near their desks. In fact, a row should not be dismissed until the floors near their desks are clean. If children know they are being held responsible for keeping the floor clear from paper, peelings, etc., they will see to it that they put such scraps in the waste paper basket."

Your attention is particularly drawn to the last paragraph of the above extract. So many of our Departmental officials have reported on the untidy conditions which they find in Indian classrooms. By four o'clock in the afternoon, floors are littered with paper, orange peel, etc. If teachers would only take the simple precaution of never sending pupils out at recess or lunch hour without checking on the floor conditions around individual desks, then these complaints could be avoided.

Each teacher will naturally work out his or her own method of monitor's duties but the suggestion of a "clean-up hour" for the period from 3 - 4 p.m. on Friday afternoon is one well worth following. Most small rural schools have part-time janitors and the children must be prepared to do their share in keeping the classroom clean and attractive. This housekeeping should include the following:

- (a) Straightening the interior of pupils' own desks.
- (b) Arranging library books, work books, etc.
- (c) Dusting of window ledges, library shelves, etc.
- (d) Cleaning of cupboards, washrooms, etc.
- (e) Scrubbing and disinfecting toilets.
- (f) Washing of pupils' desks where needed, etc.



It is part of your responsibility as an Indian teacher, to impress upon Indian children the need for cleanliness in their persons and in their surroundings. The place to do this is in your own classroom.

### 30. SECOND YEAR WOODWORK

Many of our teachers have now received stocks of "First Year Woodwork". Our Supervisor of Vocational Training has now had his second book in this series published and it is available for our teachers.

Schools with shop facilities can requisition now for a copy of "Second Year Woodwork" for each pupil with quantities of the student record sheets as required. Day school teachers can also requisition for the work book and one each of the pads.

### 31. TRANSFERS FOR INDIAN DAY SCHOOL TEACHERS

Many of our teachers are interested in transferring from one part of Canada to another. While the Department does not pay travelling expenses, we do operate Indian Day Schools in all provinces. Naturally, it is impossible to meet all requests because many of our schools are occupied permanently by teachers whose homes or interests lie in the neighbourhood.

However, a number of transfers are arranged each year, and usually these are made in July. We would ask that all such requests for transfers reach the Department this year by May 31 so that the transfers can be settled before the end of the academic year. All teachers interested in transfers are therefore asked to write to the Department through the office of the local Indian Superintendent. Teachers interested in British Columbia will kindly note that transfers to and from that province must be sent through the office of the Indian Commissioner, Post Office Building, Vancouver, B. C.

The children should evaluate and test their progress and achievement individually and with the teacher as they complete work and meet standards. Here are six suggestions for testing and evaluation:

1. Standardized tests should be used not only for measuring achievement or intelligence, but also for diagnosing difficulties and for organizing groups for instruction. These tests should be kept in the pupil's cumulative folder which is maintained for him throughout the twelve grades.
2. Individual progress record cards should be started in first grade and kept as long as the child is in school. Each year the teacher should have these cards at her fingertips.
3. The teacher's observation of the child's behavior in varied and practical situations may be used as a measure of the effectiveness of instruction.
4. Anecdotal records, telling in detail some behavior patterns of the child, are important in interpreting his reactions. This can be very simple - sometimes a record of the tone of his voice, his manner of sitting in the class, the shrug of his shoulder can tell an entire story.
5. Informal tests made by the teacher - tests in which the child can rely for fairness and understanding - can give the child confidence and even pleasure in the universal testing situations that life seems to demand.
6. Self-evaluation tests of work accomplished are valuable for they help the child to discover what he knows and what he does not know. He can save himself hours of time - and often of suffering - if he can realize just what he has failed to master, and what master before he has got on. Gradually through the grades the pupil should assume more responsibility for self-evaluation. This is the logical outcome of instruction led by the teacher but planned by both pupil and teacher.

Constantly make notes of children's individual difficulties so that the particular skills which bother each child may be presented to him again and again, until he masters each step in the developmental reading program as he goes along.

(This is Part 2 of an article which commenced in the January issue of the Bulletin).

In planning extensive library or supplementary reading for the children, it is well to have available books ranging from several levels below the instructional level to several above it. Thus in a sixth-grade classroom, supplementary reading materials would probably range in difficulty from second-grade to ninth-grade. This will take care of individual differences within the class, and each child will find books he can read and enjoy.

Supplementary reading should extend and enrich the children's reading experiences rather than break into the basic program. The books should supplement the basic text and employ similar vocabularies.

Reading can be fun, and supplementary reading should prove it to the children, giving them pleasure, a feeling of success and satisfaction.

While the child is using the basic pre-primer as a learning tool, do not give him supplementary pre-primers. You would only be giving him many more vocabulary problems to solve, undoubtedly more than he is able to master at this stage. Wait until he is well into the primer, and then give him supplementary material on a pre-primer level.

If you do not have in your room a library corner to which children have access after completion of assigned work, allow each child to have a supplementary book in his desk which he may read when his work is done.

The children should evaluate and test their progress and achievement individually and with the teacher as they complete work and meet standards. Here are six suggestions for testing and evaluation:

1. Standardized tests should be used not only for measuring achievement or intelligence, but also for diagnosing difficulties and for organizing groups for instruction. These tests should be kept in the pupil's cumulative folder which is maintained for him throughout the twelve grades.
2. Individual progress record cards should be started in first grade and kept as long as the child is in school. Each year the teacher should have these cards at her fingertips.
3. The teacher's observation of the child's behavior in varied and practical situations may be used as a measure of the effectiveness of instruction.
4. Anecdotal records, telling in detail some behavior patterns of the child, are important in interpreting his reactions. This can be very simple - sometimes a record of the tone of his voice, his manner of sitting in the class, the shrug of his shoulder can tell an entire story.
5. Informal tests made by the teacher - tests on which the child can reply for fairness and understanding - can give the child confidence and even pleasure in the universal testing situations that life seems to demand.
6. Self-evaluation tests of work accomplished are valuable, for they help the child to discover what he knows and what he does not know. He can save himself hours of time - and often of suffering - if he can realize just what he has failed to master, and must master before he can go on. Gradually through the grades the pupil should assume more responsibility for self-evaluation. This is the logical outcome of instruction led by the teacher but planned by both pupils and teacher.

Constantly make notes of children's individual difficulties so that the particular skills which bother each child may be presented to him again and again, until he masters each step in the developmental reading program as he goes along.



Readers and preparatory or work books should be kept in a special place away from the children's desks except when they are actually being used. This helps to keep the material fresh and new for the reading lessons, when skills and reading power are being developed. Never, never send basic readers home. Supplementary readers may be kept in the child's desk or sent home with him.

Phonetic analysis should be a part of the developmental reading program, not an isolated subject. Phonics is but one part of the word-study program, and its function is to give the child just one more way by which to learn new words. It is certainly not the only way, and is not always applicable, although it is a valuable aid to children.

The use of phonics in recognizing words should be in a contextual situation. Meeting the word in context and trying to discover its meaning is more profitable than any discussion or analysis of words introduced in an isolated situation such as a list on the blackboard.

Begin ear-training in kindergarten or early in the first grade.

By the end of the fourth-reader level, children should know the commonly used markings for vowel sounds in pronunciations. A key to these signs is usually given either at the beginning of a dictionary or at the bottom of each page.

Children should not be told as they begin a silent reading lesson "See how many words you don't know." Silent reading should have a quite different objective. It should give the child pleasure, give him a sense of accomplishment, make him feel that he is reading individually for his own purposes while of course developing his reading power. Silent reading can be an enriching educational experience if properly motivated by the teacher.

Who checks the preparatory or workbooks for your class? You, or the children? The checking, evaluating, and analyzing of the children's work can and should be done by the children and teacher together during special periods of school time.

One of our greatest problems always is to decide what shall happen to those children, who, at the end of the sixth grade, cannot read on a seventh-grade level.

Research has determined that developmental reading must continue into junior and senior high school. The three important tasks in the intermediate grades - to increase comprehension, speed, and vocabulary - are still important in junior high school, whether a child has reached a seventh-grade level in reading or not. Provision should be made for the continuation of the development of reading skills and habits, regardless of grade levels, throughout the child's school life. Then there will be growth in reading as well as growth through reading.

### 33 INITIAL READING READINESS

(This is adapted from an article which appeared in "Indian Education", published by the United States Indian Service. The previous article in this series was entitled "When should a child begin to read?" and appeared in the January issue of the Bulletin. These two articles clearly outline the differences which you, as a teacher of Indian children, will encounter in the teaching of reading to your Indian pupils. Due to the length of this article and the inclusion in this issue of the library lists, we have been forced to publish it in two sections.)

Preparation for any reading is correctly termed reading readiness. This discussion is confined to some of the learnings a beginner in an Indian School will need to have developed before reading should be introduced.

It is generally conceded that before a child begins to read he should have a minimum of the following abilities:

- (1) a speaking and comprehension vocabulary of from 200 to 300 words,
- (2) a background of experience about which he will read,
- (3) a knowledge that printed symbols have meaning, and a desire to read.

Educators who have made careful studies of children and the techniques required in learning to read, tell us that it is wasteful to introduce a child to reading before he has reached a mental age of six and one-half or seven years. This applies to children who come from English-speaking homes and who have had these early years in which to build concepts and vocabulary, and to enlarge experiences.

A wise teacher builds her program around the specific factors and problems surrounding her children. Let us, then, examine a group of Indian children who are entering school for the first time. We will assume that most of the children are six and seven years of age chronologically; though some will be younger and some older. They have come from their own familiar homes to an unfamiliar environment and a strange teacher, whose language they often cannot understand. They are all likely to feel insecure. The Indian child's lack of an English-speaking vocabulary and the wide gap between his home environment and the school are possibly the only factors wherein he differs from the English-speaking child. His basic needs are similar to those of children anywhere.

Health is of first importance. The teacher will be alert to any deviation from the normal and report these deviations to the medical authorities. A child who is sick or uncomfortable can have little interest in learning.

#### At Least a Year to Learn English Vocabulary

Experience has proved that it requires at least one year for the non-English-speaking child to broaden his concepts and understandings and to acquire a vocabulary sufficient to exchange ideas in English. The child needs not only to say words with meaning, but should enunciate and pronounce words correctly. He should be able to relate simple experiences and stories. He should have some ability to relate a sequence of events and make associations. He must be able to think in English. Parallel to language development, the child will need to develop socially. He will also need to learn to use his eyes and ears to the best of his ability although most Indian children are more advanced in the use of both, than are non-Indians. He has need for training in muscle coordination. He will need to learn how to work and play independently. He will later need a gradual introduction to books and to experience reading.

The beginner has then the following basic areas to cover in his pre-reading experiences:

- (1) to develop a sense of social adequacy and self-confidence in the new environment,
- (2) to broaden his concepts and experiences,
- (3) to develop a relatively wide English vocabulary and facility with ideas,
- (4) to develop audio-visual-motor skills,
- (5) to learn to solve his problems as he meets them.

In planning the beginning year in which a background for reading readiness is developed the teacher often asks for assistance. The following suggestions are offered under each area.

1. To develop a sense of social adequacy and self-confidence. Success at any age depends to a great extent on the social adjustment of the individual. Psychologists stress the extreme adjustment a young child must make in going from his home into a strange school environment and the emotional dangers that may arise. To bridge this need the teacher must carefully study each child. She must realize that in many Indian homes, white culture is either passively, or actively belittled; in some homes the "White man will get you, if you don't watch out" has replaced the "bogey man" of some non-Indian homes; that many Indian parents neither understand nor wholly trust the school. She must create within the school a social atmosphere that is conducive to establishing a sense of security, happy relationships, and a feeling of informality. There should be close rapport between the teacher and the child. There must be a growing confidence between the teacher and the Indian parent. The teacher sets the stage so that the daily teaching procedures will eliminate social and physical fears. The teacher will give the child classroom responsibilities and direct him into activities in which he may succeed. The child will need encouragement and assistance. The wise teacher cheers rather than depresses.

2. To broaden the child's concepts and experiences. The teacher will need to study carefully the child's background. She will begin where the child is and gradually enlarge his horizon. At this age a child is primarily interested in happenings in which he personally is involved. The child has a natural curiosity about his environment; he wants to know about things at home and at school. The out-doors is fascinating and appealing. Abundant provision should be made for



first-hand experiences within the school such as trips around the classroom with the teacher, to the washrooms, to other classrooms, etc. Later these excursions may go beyond the school to include the trading post, the post office, and other places of interest in the community. Nature trips may include observation of trees, flowers, birds, and the locality surrounding the schools.

Children are born collectors. Many collections will suggest themselves as the beginners move on through the first year. There might be the "junk box" where miscellaneous items are stored for later exploration and use. Science and nature collections are vitally interesting.

Many interesting experiences center around housekeeping in the classroom. For example, caring for flowers and pets, arranging classroom furniture, arranging interest centers, arranging science or other collections. Dusting and simple cleaning chores with child-sized equipment are fun for a beginner and offer growing concepts.

Constructive and creative activities such as building a play house, constructing box furniture, modeling with clay, carving of soft wood, painting, and drawing increase and broaden the child's experiences. It has been aptly said, "No one knows when a child learns." It is our duty to provide experiences that will prove interesting and useful to him.

Above all, it must be remembered that those experiences are useful in proportion as they stimulate conversation in English and as they lead to the learning and future use of English names, verbs and descriptive adjectives.

#### Using Catalogues as Seatwork Material

Practically all the teachers in one-room schools are well aware of the number of mail order catalogues which can be found on Indian reserves. These catalogues furnish excellent material for seatwork in your ungraded schools. You will find Christmas catalogues especially interesting to the children. Try these ideas:

- (1) For your primary pupils cut out pictures roughly and put them in an envelope with the pupil's name on it. On separate sheets of paper write a word or phrase that describes or names each picture. On these sheets of paper leave a space in which the child can paste the picture, after the pupil has cut it out carefully. Be sure to use words within the child's vocabulary and preferably words found in his basic reader.
- (2) Give written directions, on the blackboard, or on sheets of paper, referring to a certain catalogue or magazine. Here are some typical questions:
  - (a) Look at page 26 and find a birthday gift for your baby brother. What is the name of this gift and how is it used?
  - (b) How much does the small teddy bear on page 312 cost? Is that more than a dollar?
  - (c) Look at page 117 and pick out the cheapest type of wire fencing. Measure our old school fence at lunch time and decide how much it would cost to buy this new wire fencing.
  - (d) Look at page 95 and decide the best type of paint for the outside of the school. How many gallons should we ask the Indian Superintendent to get us? How much would the paint cost for the outside of this school?

#### The Easter Bunny Game

This indoor game is also a good spelling booster. The teacher divides the class into two teams. A child from the first team makes a row of dashes on the blackboard to represent the name of something that the Easter bunny might have in his toy bag for the children.

The children on the other team suggest letters to fill in the blanks. If a correct letter is mentioned, it is written in the blank space. The number of guesses which the other side may have is one more than the number of letters in the word. At any time a child may try to guess the complete word, but his try must count as one of the guesses.

If a team successfully guesses the word in the required number of guesses, it has one toy for the Easter bunny's bag and it becomes the first team's turn to guess. The team having the largest number of toys at the end of the game is the winner.

### Macaroni Necklace

A necklace of shell or elbow macaroni is an attractive gift for a child to make for a friend or a sister. Color by adding two drops of food coloring to a pan of boiling water. Add a cup of macaroni and boil until it is just limp enough to put a darning needle through. (Do not cook it until it is tender enough to eat.)

Then drain off the hot water and rinse it several times with cold water to prevent the pieces from sticking together. Thread a darning needle with some strong white thread. As macaroni shrinks when it dries, string six or eight more inches of it then you need. String the macaroni through the side rather than through the ends.

When you have finished stringing it, let it dry for a day. Then push the pieces together and tie the string ends in a knot or fasten a metal clasp on the ends.

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### MISCELLANEOUS NEWS OF OUR INDIAN SCHOOLS

#### H o c k e y

The news continues to be good from all fronts and we are very proud of the fine records being achieved by our various teams.

The Sioux Lookout hockey team has earned a grand reputation in the Bantam League at Sioux Lookout and very favourable reports are reaching here concerning the conduct of these boys, both on and off the ice.

Dr. Moore, of Indian Health Services, saw this team in action when he recently visited Sioux Lookout in connection with the opening of the new Sioux Lookout hospital. He reports this as one of the finest junior teams he has ever seen in action.

From the Sioux Lookout Daily Bulletin of February 21 we are pleased to pass on the following report:

"BLACK HAWKS WIN THRILLER (Pat Naughton)

"Monday night at the local arena the Indian Residential School Black Hawks played a brand of hockey never before seen by local fans so far this season. The Hawks thoroughly shellacked an over-sized Hudson team by a 6-1 score.

"The arena was really packed at last night's encounter and there was never a dull moment during the fast, hard-hitting game put on by both clubs.

"The last time these two teams met the Hawks were edged out by Hudson 3 - 2 but there was no doubt in anyone's mind as to who played a superior brand of hockey last night and the Hawks really deserve credit for their fine win."

From northern Manitoba, at The Pas, comes further encouraging reports of the Sturgeon Landing Residential School hockey team. An extract from The Pas Northern Mail of February 8 reads as follows:

"Father Girard's All Indian team from Sturgeon Landing once again upheld the honor of the 'red-men' by defeating The Pas Midgets, 6 - 4 in last Friday's hockey tilt.

"The Indian team did not, however, have everything their own way. They had to fight and fight hard for every goal they got. The game was one of those commonly called 'anybody's game'. It wasn't until the last few minutes of play that one could tell what team was going to win."

.....

"I would not be wrong in saying that the townpeople would jam the rink to capacity to see these Indian lads play some outside team -- Flin Flon or a south team. How about arranging for such a game, T.P.H.A.?"

#### Basketball

In British Columbia the main winter sport in our residential schools is basketball (although the past winter has given them more opportunity for hockey than usual ! )

The Christie Residential School at Kakawis has installed a new floor in its gymnasium and the basketball season has begun with games against Opitsaht village.



### Christmas Concerts

We have been most encouraged by the newspaper and other reports received concerning the Christmas and other concerts which have been held in our various schools. These annual events can do so much to arouse the interest of the Indians in the work of your day and residential schools. We know only too well of the hours of extra work which you must do in order to stage a successful concert or social activity. For, if these are to be held, all arrangements must be carefully planned and the programme should be run off without long delays and interruptions. Mr. Indian Superintendent Dunn of Cranbrook, B.C., made the following interesting comment concerning the Christmas concert at the Kootenay Residential School:

"Parents from Columbia Lake, Shushwap, Lower Kootenay and Tobacco Plains Reserves journeyed up to 100 miles to attend a Christmas concert by school pupils on the evening prior to the Christmas school holidays. The singing, dancing and acting by these Indian pupils was excellent and drew very favourable comment from parents and guests."

### Free Booklets

In our September issue of the Bulletin we listed a number of addresses to which teachers could write for visual materials for use in our schools. This list was obtained from Macdonald Teachers' College.

We included in error the address of 2112 Massachusetts Avenue, N.W., Washington 8, D.C. Publications received from this source cannot be recommended for use by teachers in our schools.

### News Stories

Many of our teachers have read with interest two articles which recently appeared in successive issues of the Toronto Star Weekly. The first of these was entitled "Higher Education at Caughnawaga" and dealt with our new school and the work of our teachers on this reserve.

The second article was called "My Arctic Classroom" and was written by Miss E. M. Hinds, formerly teacher at the Fort McPherson Indian Day School and now at the Port Harrison School in northern Quebec.

Both these articles indicate the growing interest which is being taken in the work you are doing as teachers of Indian pupils and you should try to read them both.

### Physical Education, Adult Education and Recreation

As a result of a competition held by the Civil Service Commission, Mr. Ian Eisenhardt has been appointed as Supervisor of Physical Education and Recreation.

This is a position for which he is well qualified. He graduated from Rennes University and also obtained his Bachelor of Commerce degree from the University of Copenhagen where he took post graduate courses in physical education. His record as an athlete is outstanding. In cross-country running he was the Danish Junior Champion; he played international soccer for both Denmark and France; he was scholastic fencing champion of France from 1926-28 and also won championships in boxing, tennis, track and field. He coached in sports for the Olympic Club of Marseilles and was a member of their soccer team which won the French cup two years in succession (1926 and 1927).

In 1929, Mr. Eisenhardt was engaged as playground instructor by the city of Vancouver and in 1932 he was appointed Superintendent of Recreation for that city. In 1934 he was appointed Director of Physical Education for the Province of British Columbia. It was while he held this office that the Pro-Rec Movement was started by him for the purpose of training leaders and bringing recreation, physical training and sports opportunities to the rural districts.

He enlisted in the Canadian Army in 1940 and was commissioned with the Irish Fusiliers in 1941. He was appointed Canadian Army Sports Officer and developed a sports programme for soldiers in Canada.

Major Ian Eisenhardt was named National Director of Physical Fitness for Canada in 1944 and chaired the National Council in Physical Fitness until 1946 when the United Nations requested his services in order to implement a leisure time programme for its internationally composed staff.

This programme and his plans for the new United Nations Building were accepted almost in toto. The last year Major Eisenhardt spent in Europe as Secretary to an International Commission on Educational Reconstruction. This work took him through most of the European countries and gave him ample opportunity for further study of culture and education.

He therefore brings to our work a background of experience and ability which will assist in promoting our policy of improving the standard of living on the Indian reserves across Canada.

By now many of our Day and Residential schools will have received additional sports equipment and as Major Eisenhardt becomes acquainted with our problems you will be receiving visits from him in the carrying out of our programme. Further articles on physical education and recreation will appear in future issues of the Bulletin.

#### Education Week

We have received several reports on the success of Education Week in certain of our day schools. We were particularly pleased to receive the Kispiox News Letter from Kispiox, British Columbia.

The two teachers at this school are: Mrs. J. M. Hogarth with a Second Class Certificate, 9 years of provincial experience and one year of previous Indian school experience; and Mrs. A. E. Evans, B.A., primary teacher, with a First Class Teaching Certificate, 5 years of provincial experience and 5 years of Indian school experience.

The Editorial of the news letter read as follows:

"Education is Everybody's Business - All over Canada, next week fathers and mothers are asked to visit the schools their children go to. Tuesday, March 7, 1 to 3 p.m. everybody is invited to Kispiox School. So come and see your children at work and at play.

"Schools are better than in the days when fathers, mothers, big brothers and sisters went to them.

"Yes, education is truly the business of everybody. Remember that education does not end in school. Children learn from big people, not just from books. Big people teach boys and girls by what they do, by the kind of lives they lead. What we DO speaks louder than what we SAY. Let us all in Kispiox be GOOD teachers in our day-by-day lives."

Another feature of the issue was short essays by the senior room pupils entitled "Why I go to School". These essays were very good and helped considerably to get the children thinking about the importance of their work.

#### Summer Employment in the Department

Each year the Civil Service Commission appoints two temporary clerks in the Education Division to help us during the summer rush of extra business.

These two positions call for two months' employment at \$120.00 per month.

Teachers who are interested should obtain Civil Service application forms from their post office, complete these and pass them to the local Indian Superintendent for forwarding here.

We try to change the teachers each year so that others will have an opportunity of learning more about the workings of the Education Division.

The Classification and Title of these positions, to be filled in on the application form are as follows:

CI - IAH - 3041,3042 - Clerk Grade 2 A



SUPPLEMENTARY READING AND LIBRARY BOOKS

TEACHER'S REFERENCE

ENGLISH - PRIMARY (Cont'd.)

Encyclopedia

Richards Topical Encyclopedia:

1. 0063 Volume I
2. 0064 Volume II
3. 0065 Volume III
4. 0066 Volume IV
5. 0067 Volume VI
6. 0068 Volume VII
7. 0069 Volume IX
8. 0070 Volume X
9. 0071 Volume XII
10. 0072 Volume XIII
11. 0073 Volume XIV

Wonder Book Series

55. 3840 The Magic Bus
56. 3847 The Little Dog Who Forgot How to Bark
57. 3846 Storytime Favorites
58. 3844 Three Little Kittens
59. 3843 Randolph, the Bear Who Said No
60. 3842 Why the Bear Has a Short Tail
61. 3841 Mother Goose
62. 3849 Bedtime Stories
63. 3848 The Shy Little Horse

ENGLISH - INTERMEDIATE

Religious Books:

Protestant:

12. 0155 The Story of Jesus
13. 0156 The Ten Commandments
14. 0157 Prayers for Little Children
15. 0158 Bible Stories for Little Children

Catholic:

16. 0159 Jesus Helps Everybody
17. 0160 Jesus Comes for Everybody

Real Animal Stories

64. 3650 Striped Coat, the Skunk
65. 3651 Long Horn
66. 3652 Gray Squirrel
67. 3653 Bun, a Wild Rabbit
68. 6018 Famous Fairy Tales

Just Mary Series:

69. 3192 Maggie Muggins Again
70. 3190 New Maggie Muggins
71. 3191 Happy Playtime

ENGLISH - PRIMARY

Little Golden Series

18. 3219 What Am I?
19. 3220 Little Golden Book of Poetry
20. 3221 Singing Games
21. 3222 Nursery Songs
22. 3223 The Animals of Farmer Jones
23. 3224 The Golden Sleepy Book
24. 3225 Counting Rhymes
25. 3226 The Fuzzy Duckling
26. 3227 Good Morning, Good Night
27. 3228 Guess Who Lives Here
28. 3229 Snow White and the Seven Dwarfs
29. 3230 The Poky Little Puppy
30. 3231 Bedtime Stories
31. 3232 Animal Babies
32. 3233 Nursery Tales
33. 3200 Three Little Pigs
34. 3201 Lively Little Rabbit
35. 3202 The Shy Little Kitten
36. 3203 A Name for Kitty
37. 3204 The New House in the Forest
38. 3205 Little Galoshes
39. 3206 When You Were a Baby
40. 3207 Peter and the Wolf
41. 3208 Dumbo
42. 3209 The Seven Sneezes
43. 3210 Up in the Attic
44. 3211 Johnny's Machines
45. 3212 Scuffy the Tugboat
46. 3213 Fix It Please
47. 3214 Circus Time
48. 3215 Hansel and Gretel
49. 3216 Let's Go Shopping
50. 3217 Two Little Miners
51. 3218 Little Red Riding Hood

Teen-Age Series:

72. 3780 Teen-Age Adventure Stories
73. 3781 Teen-Age Companion
74. 3782 Teen-Age Stories of the West
75. 3783 Teen-Age Sports Stories
76. 3784 Teen-Age Sea Stories
77. 3785 Teen-Age Outdoor Stories
78. 3788 Teen-Age Stories of Action
79. 3787 Teen-Age Mystery Stories
80. 3786 Teen-Age Scout Stories
81. 6031 The Circle of Footprints
82. 6032 The Secret of Skeleton Island
83. 6033 Thornton W. Burgess Nature Almanac

Books for Boys by Zane Grey:

84. 2630 The Redheaded Outfield
85. 2631 The Shortstop
86. 2632 The Young Pitcher
87. 2633 Ken Ward in the Jungle
88. 2634 The Young Lion Hunter
89. 2635 The Young Forester

Mother West Wind Series

90. 3330 Old Mother West Wind
91. 3331 Mother West Wind's Animal Friends
92. 3322 Mother West Wind's "Why" Stories
93. 3333 Mother West Wind's "When" Stories

Green Forest Series

94. 3050 Lightfoot the Deer
95. 3051 Blacky the Crow
96. 3052 Buster Bear's Twins

Book-Elf Books:

52. 2935 The Wonderful Plane Ride
53. 2934 Penny and Pete's Surprise
54. 2933 Kerry, the Fire Engine Dog

Smiling Pool Series

97. 3710 Billy Mink
98. 3711 Little Joe Otter
99. 3712 Jerry Muskrat at Home

ENGLISH-SENIOR (Cont'd)

Other Titles

100. 6012 Black Beauty  
101. 6013 The Call of the Wild  
102. 2740 Little House on the  
Prairie  
103. 2742 Jobie  
104. 6028 He Shoots, He Scores  
105. 6029 Ship's Dog  
106. 2823 Favorite Christmas  
Stories

SCIENCE

107. 6034 Native Trees of Canada  
108. 6000 Gallery of North  
American Game

SOCIAL STUDIES

109. 0092 Canada and her Neighbors.  
110. 0093 Provincial Geographical  
Aspects Booklets  
(9 provinces)  
111. 0094 Provincial Geographical  
Aspects Booklets  
(Newfoundland)

MISCELLANEOUS

121. 3110 60 Swell Playmate Games  
122. 0035 Bob and Sue  
123. 0036 Reading, Book 1  
124. 0037 Reading, Book 2  
125. 0038 Health\*Book

Music

126. 3340 Book of Cradle Songs  
127. 3341 The Singing Period

Paint Books

128. 6035 Big Big Paint Book  
129. 6036 Farm Yard Paint Book  
130. 6037 Simple Objects  
Colouring Book  
131. 6038 Happy Hour Paint Book  
132. 6017 Whopper Paint Book  
Indian Books  
133. 2741 Navajo Winter Nights  
134. 6029 Eight Little Indians

New World Neighbors Series

112. 3456 Riches of South America  
113. 3455 Kimbi, Indian of  
the Jungle  
114. 3454 Around the Year in  
Iceland  
115. 3453 Pioneers of Puerto Rico  
116. 3452 Exploring the Jungle  
117. 3451 Around the Caribbean  
118. 3450 Boys of the Andes  
119. 3458 Holiday in Alaska  
120. 3457 Rico the Young Rancher

Average Attendance of Indian  
Pupils during 1948/49

(This list must be submitted in  
DUPLICATE to the Indian Affairs  
Branch, through your Superintendent,  
or it will be returned for such action.

PLEASE PRINT BELOW

Name

School

Post Office (nearest)

Express Office (nearest)

Province

Indian Superintendent

REFERENCE BOOKS FOR SENIOR GRADES

(See Article 26 - attach to your library list, App. A)

Please forward me one set of the  
for use in the

This set should be forwarded to the following address:

No. of Indian Pupils in Grade 6 and upwards

Signature of Principal  
or Senior Teacher.



SUPPLEMENTARY READING AND LIBRARY BOOKS

TEACHER'S REFERENCE

ENGLISH - PRIMARY (Cont'd.)

Encyclopedia

Richards Topical Encyclopedia:

- |       |     |      |                    |
|-------|-----|------|--------------------|
| _____ | 1.  | 0063 | Volume <u>I</u>    |
| _____ | 2.  | 0064 | Volume <u>II</u>   |
| _____ | 3.  | 0065 | Volume <u>III</u>  |
| _____ | 4.  | 0066 | Volume <u>IV</u>   |
| _____ | 5.  | 0067 | Volume <u>VI</u>   |
| _____ | 6.  | 0068 | Volume <u>VII</u>  |
| _____ | 7.  | 0069 | Volume <u>IX</u>   |
| _____ | 8.  | 0070 | Volume <u>X</u>    |
| _____ | 9.  | 0071 | Volume <u>XII</u>  |
| _____ | 10. | 0072 | Volume <u>XIII</u> |
| _____ | 11. | 0073 | Volume <u>XIV</u>  |

Religious Books:

Protestant:

- |       |     |      |                                   |
|-------|-----|------|-----------------------------------|
| _____ | 12. | 0155 | The Story of Jesus                |
| _____ | 13. | 0156 | The Ten Commandments              |
| _____ | 14. | 0157 | Prayers for Little Children       |
| _____ | 15. | 0158 | Bible Stories for Little Children |

Catholic:

- |       |     |      |                           |
|-------|-----|------|---------------------------|
| _____ | 16. | 0159 | Jesus Helps Everybody     |
| _____ | 17. | 0160 | Jesus Comes for Everybody |

ENGLISH - PRIMARY

Little Golden Series

- |       |     |      |                                 |
|-------|-----|------|---------------------------------|
| _____ | 18. | 3219 | What Am I?                      |
| _____ | 19. | 3220 | Little Golden Book of Poetry    |
| _____ | 20. | 3221 | Singing Games                   |
| _____ | 21. | 3222 | Nursery Songs                   |
| _____ | 22. | 3223 | The Animals of Farmer Jones     |
| _____ | 23. | 3224 | The Golden Sleepy Book          |
| _____ | 24. | 3225 | Counting Rhymes                 |
| _____ | 25. | 3226 | The Fuzzy Duckling              |
| _____ | 26. | 3227 | Good Morning, Good Night        |
| _____ | 27. | 3228 | Guess Who Lives Here            |
| _____ | 28. | 3229 | Snow White and the Seven Dwarfs |
| _____ | 29. | 3230 | The Poky Little Puppy           |
| _____ | 30. | 3231 | Bedtime Stories                 |
| _____ | 31. | 3232 | Animal Babies                   |
| _____ | 32. | 3233 | Nursery Tales                   |
| _____ | 33. | 3200 | Three Little Pigs               |
| _____ | 34. | 3201 | Lively Little Rabbit            |
| _____ | 35. | 3202 | The Shy Little Kitten           |
| _____ | 36. | 3203 | A Name for Kitty                |
| _____ | 37. | 3204 | The New House in the Forest     |
| _____ | 38. | 3205 | Little Galoshes                 |
| _____ | 39. | 3206 | When You Were a Baby            |
| _____ | 40. | 3207 | Peter and the Wolf              |
| _____ | 41. | 3208 | Dumbo                           |
| _____ | 42. | 3209 | The Seven Sneezes               |
| _____ | 43. | 3210 | Up in the Attic                 |
| _____ | 44. | 3211 | Johnny's Machines               |
| _____ | 45. | 3212 | Scuffy the Tugboat              |
| _____ | 46. | 3213 | Fix It Please                   |
| _____ | 47. | 3214 | Circus Time                     |
| _____ | 48. | 3215 | Hansel and Gretel               |
| _____ | 49. | 3216 | Let's Go Shopping               |
| _____ | 50. | 3217 | Two Little Miners               |
| _____ | 51. | 3218 | Little Red Riding Hood          |

Book-Elf Books:

- |       |     |      |                            |
|-------|-----|------|----------------------------|
| _____ | 52. | 2935 | The Wonderful Plane Ride   |
| _____ | 53. | 2934 | Penny and Pete's Surprise  |
| _____ | 54. | 2933 | Kerry, the Fire Engine Dog |

Wonder Book Series

- |       |     |      |                                       |
|-------|-----|------|---------------------------------------|
| _____ | 55. | 3840 | The Magic Bus                         |
| _____ | 56. | 3847 | The Little Dog Who Forgot How to Bark |
| _____ | 57. | 3846 | Storytime Favorites                   |
| _____ | 58. | 3844 | Three Little Kittens                  |
| _____ | 59. | 3843 | Randolph, the Bear Who Said No        |
| _____ | 60. | 3842 | Why the Bear Has a Short Tail         |
| _____ | 61. | 3841 | Mother Goose                          |
| _____ | 62. | 3849 | Bedtime Stories                       |
| _____ | 63. | 3848 | The Shy Little Horse                  |

ENGLISH - INTERMEDIATE

Real Animal Stories

- |       |     |      |                         |
|-------|-----|------|-------------------------|
| _____ | 64. | 3650 | Striped Coat, the Skunk |
| _____ | 65. | 3651 | Long Horn               |
| _____ | 66. | 3652 | Gray Squirrel           |
| _____ | 67. | 3653 | Bun, a Wild Rabbit      |
| _____ | 68. | 6018 | Famous Fairy Tales      |

Just Mary Series:

- |       |     |      |                      |
|-------|-----|------|----------------------|
| _____ | 69. | 3192 | Maggie Muggins Again |
| _____ | 70. | 3190 | New Maggie Muggins   |
| _____ | 71. | 3191 | Happy Playtime       |

ENGLISH - SENIOR

Teen-Age Series:

- |       |     |      |                                    |
|-------|-----|------|------------------------------------|
| _____ | 72. | 3780 | Teen-Age Adventure Stories         |
| _____ | 73. | 3781 | Teen-Age Companion                 |
| _____ | 74. | 3782 | Teen-Age Stories of the West       |
| _____ | 75. | 3783 | Teen-Age Sports Stories            |
| _____ | 76. | 3784 | Teen-Age Sea Stories               |
| _____ | 77. | 3785 | Teen-Age Outdoor Stories           |
| _____ | 78. | 3788 | Teen-Age Stories of Action         |
| _____ | 79. | 3787 | Teen-Age Mystery Stories           |
| _____ | 80. | 3786 | Teen-Age Scout Stories             |
| _____ | 81. | 6031 | The Circle of Footprints           |
| _____ | 82. | 6032 | The Secret of Skeleton Island      |
| _____ | 83. | 6033 | Thornton W. Burgess Nature Almanac |

Books for Boys by Zane Grey:

- |       |     |      |                        |
|-------|-----|------|------------------------|
| _____ | 84. | 2630 | The Redheaded Outfield |
| _____ | 85. | 2631 | The Shortstop          |
| _____ | 86. | 2632 | The Young Pitcher      |
| _____ | 87. | 2633 | Ken Ward in the Jungle |
| _____ | 88. | 2634 | The Young Lion Hunter  |
| _____ | 89. | 2635 | The Young Forester     |

Mother West Wind Series

- |       |     |      |                                   |
|-------|-----|------|-----------------------------------|
| _____ | 90. | 3330 | Old Mother West Wind              |
| _____ | 91. | 3331 | Mother West Wind's Animal Friends |
| _____ | 92. | 3322 | Mother West Wind's "Why" Stories  |
| _____ | 93. | 3333 | Mother West Wind's "When" Stories |

Green Forest Series

- |       |     |      |                     |
|-------|-----|------|---------------------|
| _____ | 94. | 3050 | Lightfoot the Deer  |
| _____ | 95. | 3051 | Blacky the Crow     |
| _____ | 96. | 3052 | Buster Bear's Twins |

Smiling Pool Series

- |       |     |      |                       |
|-------|-----|------|-----------------------|
| _____ | 97. | 3710 | Billy Mink            |
| _____ | 98. | 3711 | Little Joe Otter      |
| _____ | 99. | 3712 | Jerry Muskrat at Home |

Other Titles

100. 6012 Black Beauty  
 101. 6013 The Call of the Wild  
 102. 2740 Little House on the  
                 Prairie  
 103. 2742 Jobie  
 104. 6028 He Shoots, He Scores  
 105. 6029 Ship's Dog  
 106. 2823 Favorite Christmas  
                 Stories

SCIENCE

107. 6034 Native Trees of Canada  
 108. 6000 Gallery of North  
                 American Game

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109. 0092 Canada and her Neighbors  
 110. 0093 Provincial Geographical  
                 Aspects Booklets  
                 (9 provinces)  
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                 Aspects Booklets  
                 (Newfoundland)

New World Neighbors Series

112. 3456 Riches of South America  
 113. 3455 Kimbi, Indian of  
                 the Jungle  
 114. 3454 Around the Year in  
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 116. 3452 Exploring the Jungle  
 117. 3451 Around the Caribbean  
 118. 3450 Boys of the Andes  
 119. 3458 Holiday in Alaska  
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MISCELLANEOUS

121. 3110 60 Swell Playmate Games  
 122. 0035 Bob and Sue  
 123. 0036 Reading, Book 1  
 124. 0037 Reading, Book 2  
 125. 0038 Health Book  
         Music  
 126. 3340 Book of Cradle Songs  
 127. 3341 The Singing Period  
         Paint Books  
 128. 6035 Big Big Paint Book  
 129. 6036 Farm Yard Paint Book  
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                 Colouring Book  
 131. 6038 Happy Hour Paint Book  
 132. 6017 Whopper Paint Book  
         Indian Books  
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Average Attendance of Indian  
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School \_\_\_\_\_

Post Office (nearest) \_\_\_\_\_

Express Office (nearest) \_\_\_\_\_

Province \_\_\_\_\_

Indian Superintendent

Appendix B  
March 1950 BulletinREFERENCE BOOKS FOR SENIOR GRADES

(See Article 26 - attach to your library list, App. A)

Please forward me one set of the \_\_\_\_\_  
 for use in the \_\_\_\_\_

This set should be forwarded to the following address:  
 \_\_\_\_\_  
 \_\_\_\_\_

No. of Indian Pupils in Grade 6 and upwards \_\_\_\_\_

\_\_\_\_\_  
 Signature of Principal  
 or Senior Teacher.